



# Digital Learning in the Secondary Classroom

**February 23, 2021**



## Book Study

Beginning this week we are reading and discussing **The Interactive Class: Using Technology to Make Learning More Relevant and Engaging in the Elementary Classroom** by Joe and Kristin Merrill

Get all the details at  
<http://bit.ly/INDLmonth>



# Digital Learning

in the  
Secondary  
Classroom



Kara Atkinson

ELA



Lindsay Carl

Health/PE



Jaime Ledbetter

Biology



Jackie McKinley

World Language

# Kara Atkinson



@MrsAtkinson429

**BA:** English Education (University of Indianapolis, 2011)  
**M. Ed:** Educational Leadership (Indiana University, 2022)

## 10 Years Teaching Experience:

- AP Literature
- English 12
- Themes in Literature: True Crime
- Speech

## Favorite Tech Tools:

- *HyperDocs/HyperSlides*
- Google Suit
- Canvas Discussion
- Canvas Quiz
- Flipgrid
- Wizer.me





**Mon.**

*synchronous*

**Cohort 1:**  
**Reader's Theater**  
whole-class reading

**Tues.**

*asynchronous*

**Cohort 1:**  
**Analyzing Impact  
of Language**  
canvas discussion

**Wed.**

*synchronous*

**Cohort 1:**  
**Critical Viewing**  
viewing &  
discussion

**Thurs.**

*asynchronous*

**Cohort 1:**  
**"To Be" Analysis**  
hyperslide

**Fri.**

*asynchronous*

**Cohort 1:**  
**"Nunnery"  
Analysis**  
hyperslide

# Sample Weekly Calendar AP Literature, *Hamlet*

# What is a HyperDoc?

[HyperSlide]

A HyperDoc is a digital document—such as a Google Doc [or Slides]—where **all components of a learning cycle have been pulled together into one central hub**. Within a single document, students are provided with hyperlinks to all of the resources they need to complete that learning cycle.

*-Cult of Pedagogy*

# Keep it **natural!**

Objectives, intentions, and purpose for the lesson shouldn't change just because it is now virtual and/or asynchronous

# A Closer Look.

What students see from home  
*-asynchronous learning*



Students see these slides on our LMS and will use them to guide themselves through the day's tasks until it is time for them to complete the HyperSlide

*Cohort 1: September 17*

*Cohort 2: September 18*

*Objective:* close-read soliloquy to determine effect of literary devices on meaning as well as shifts in tone and subject

**1. Read Act III, Scene i, Lines 1-98**

- a. Use annotation guide as necessary

**2. "To Be or Not To Be" Close Read**

- a. Soliloquy analysis

**Homework:** Cohort 1 due Friday, September 18th @ 7:30 am  
Cohort 2 due Monday, September 21st @ 7:30 am





If I didn't have the consistency of these "Daily Slides," I would have included this in the HyperSlide

## Reading Assignment: Act III, Scene i, Lines 1-98

To aid in your understanding of the scene, read the summary provided prior to beginning each scene.

### Summary

After Rosencrantz and Guildenstern report their failure to find the cause of Hamlet's madness, Polonius and Claudius hide behind a tapestry in order to observe Hamlet's behavior with Ophelia. Prior to Ophelia's arrival, Hamlet, believing he is alone, contemplates the question of whether to be or not to be.

<http://bit.ly/hamletaudio>

enter url on phone

>[Audio + Text](#)<

Students are reading from hard copy of play but can access links to audio versions as needed

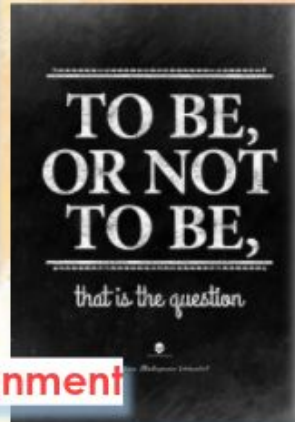


## Analysis Assignment: Soliloquy Analysis

Closely read Hamlet's most famous soliloquy.

Then, translate to plain English and consider the implications of his message.

[Click to begin assignment](#)



Act III  
Scene i  
Lines 1-98  
soliloquy analysis



Students will now click the image which takes them to a copy of the HyperSlides assignment

Students are now *in* a copy of the HyperSlide and will complete each task right there in the slides

TO BE,  
OR NOT  
TO BE,

*that is the question*



*William Shakespeare (Hamlet)*

# Act III

## Scene i

### Lines 1-98

soliloquy analysis

cut + paste

On the slides that follow, you will see Hamlet's soliloquy divided into six parts in its original language.

Translations below by cutting them from the original text next to their "original" text.

Death is kind of like sleep, but then that causes a problem because sometimes sleep and dreams can be disturbing. That's what makes us put up with living for so long.

Nobody would deal with these burdens except for the fact that we're scared of what comes after death. You can't come back from it and we know nothing about it, so we tolerate life on earth rather than go to the unknown.

I wonder if it's more dignified to deal with life's troubles or fight against the suffering by ending my life.

We might get big ideas about what we'll do, but the more we think about it, the more we lose determination. We just do nothing in the end.

Who would put up with getting old, being oppressed, being made fun of, relationship issues, injustices, corrupt leaders, and insults from stupid people when we could just go to rest by stabbing ourselves?

Maybe in death the disappointments and conflicts that we feel as living humans would be gone. I truly wish for that.

## Original:

## Plain-English:

**cut + paste**

To die; to sleep;

No more; and by a sleep to say we end  
The heart-ache and the thousand natural shocks  
That flesh is heir to, 'tis a consummation  
Devoutly to be wish'd.

To die, to sleep;

To sleep: perchance to dream: ay, there's the rub;  
For in that sleep of death what dreams may come  
When we have shuffled off this mortal coil,  
Must give us pause: there's the respect  
That makes calamity of so long life;



**cut + paste**

Original:

But that the dread of something after death,  
The undiscover'd country from whose bourn  
No traveller returns, puzzles the will  
And makes us rather bear those ills we have  
Than fly to others that we know not of?

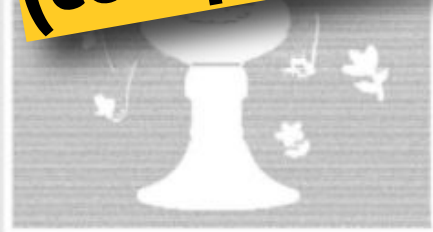
Thus conscience does make cowards of us all;  
And thus the native hue of resolution  
Is sicklied o'er with the pale cast of thought,  
And enterprises of great pith and moment  
With this regard their currents turn awry,  
And lose the name of action.

Plain-English:

---

---

# short response (comprehension)



efully!) have a better understanding  
quy, address the following:

st as reasons for why a person might want to  
or her normal existence? Name at least five.

add text

2. What does Hamlet list as reasons why a person might prefer to continue his or her normal existence? Name four.

Click to add text

# short response (reflection)



efully!) have a better understanding  
quy, address the following:

sees as the hardships of life. What do you consider to  
life difficult (for you personally and/or people in our  
ing). Think of everyday experiences that add stress to our  
es and also major disappointments most of us experience across our  
lifetimes. List at least five.

Click to add text

2. Hamlet has a lot to say about what's tough about life, but his reason to keep going is based on one distinct fear. Build on Hamlet's opinion. What things motivate you and/or the average person to "keep going" in life? When we have bad days, what keeps the majority of us in mostly positive, productive states? Explain at least four.

Click to add text

# short response

(argument)



he provided movie adaptations  
s most famous soliloquy.

retation, choose Side A or Side B and defend  
three direct references to either Hamlet's  
words, actions, or expressions.

- A. Hamlet planned to kill himself and talked himself out of it.
- B. Hamlet had no intention of killing himself and was just pondering death in general.

Click to add text

# Submit



**Clicking the Canvas icon will take students to their submission portal in our LMS, and assignments can be graded through our Speedgrader (rubrics!)**



# Why I Love HyperSlides

1.

## **Consistency:**

Students are familiar with functions

2.

## **Versatility:**

Students can read information, watch videos, take notes, annotate excerpts, answer multiple choice and short response questions, and easily follow links elsewhere for more information or collaborative tasks

3.

## **Organization of learning cycle:**

Students progress through lesson and access necessary materials in a well-organized format *just* as they would if they were in class

# HyperSlides Examples + Objective

## *Speeches That Changed the World*

George W. Bush  
September 11, 2001  
Address to the Nation

evaluate a speaker's purpose, format, and body language; understand role of public speaking in the making of history

## *"Remembrance"*

By Emily Bronte



determine poetic tone, shifts, and theme

## #Frankenstein or the Modern Prometheus

describe what specific textual details reveal about character, perspective, and motives

## PREPARING FOR RESEARCHED PERSUASION

Rule of Three



identify, analyze, and apply effective use of rhetorical techniques

## How to Read Literature Like a Professor

*Chapter 24: Don't Read with Your Eyes*

evaluate how perspective influences the meaning of the work as a whole



## Ophelia's Madness

Act IV, Scene v

interpret Shakespearean language; assess character motivations and intentions

# Lindsay Carl



@lncarl

BS: Health and Physical Education K-12 (UIndy)  
M. Ed: Educational Administration (Butler - Dec 2021)

## **Teaching Experience:**

10 years teaching Health and Wellness and Physical Education at FCHS

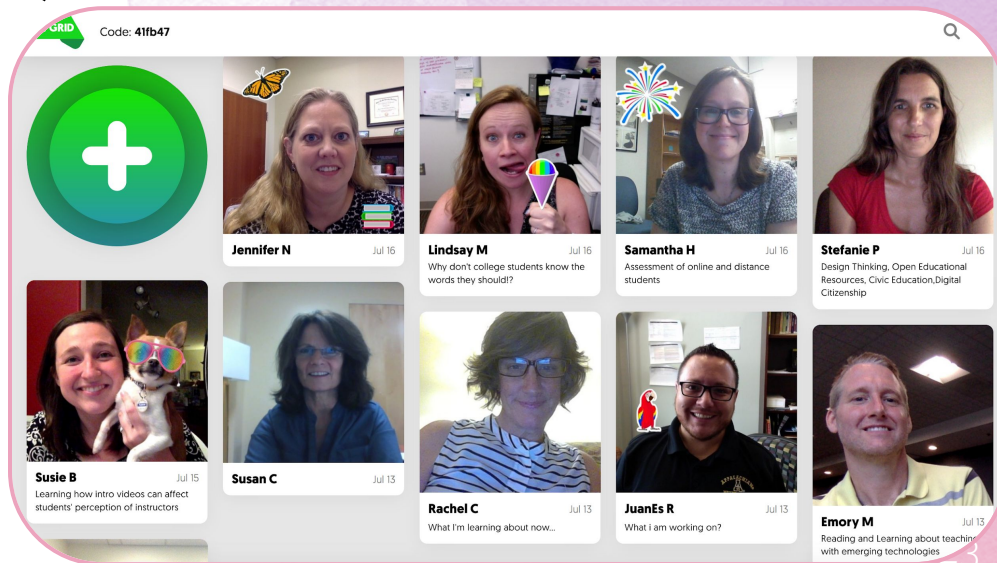
## **Favorite Tech Tools:**

Flipgrid  
Nearpod  
EdPuzzle  
Hyperdocs / Hyperslides  
Quizlet Live  
Quizziz  
Google Suite



# Flipgrid

- Videos 15 seconds - 10 minutes
- Private (student to teacher)
- Public (student to student)
- Laptop or Cell phone
- Integrated to LMS
- Feedback with rubrics
- Feedback with video





## Act it Out

- Skit about how HIV works in the body
- Skit illustrating assertive communication

Sep 23, 2019

HIV

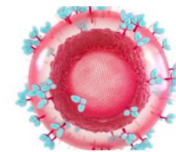
Share

Actions

2 responses • 0 views • 0 comments • 0 hours of engagement

Act out how HIV works inside the body.  
How does HIV get inside the body?  
What happens once HIV is in the body?  
What does HIV attack?  
Be sure to use proper vocabulary term

Join Code: [c387c3b8](#)



### Responses (2)

[Export Data](#) [Print QR Codes](#)

<input type="checkbox"/> Actions	Name	Date	Comments	Feedback
<input type="checkbox"/>	Justin H 4 views	Feb 25, 2020		<a href="#">Active</a> <a href="#">Share</a> <a href="#">Actions</a>

Nov 13, 2019

## 60 Summary Food Label

3 responses • 0 views • 0 comments • 0 hours of engagement

Review the lesson. Verbally summarize the main ideas of the lesson in under 60 seconds

Join Code: [b6929639](#)



## Summarize the Lesson

- Food Label in 60 seconds
- What does consent sound like and why is it important?

## Performance

- Instrument Playing
- Workouts / Yoga / Movement
- Demonstrations

Nov 24, 2020

Say My Name

Share

Actions

19 responses • 0 views • 0 comments • 0 hours of engagement

Each exercise is tied to a letter.  
Spell out your name (minimum of 10 letters) and do the exercises associated with that letter.

Example:

M - 15 jump squats  
R - 60 second plank  
S - 30 bicycle crunches  
C - 20 crunches  
A - 15 push ups  
R - 60 second plank  
L - 12 burpees  
and I still need 3 more letters!

Record your name or until time runs out.  
Jump into our zoom if you need to know what an exercise is!

Join Code: [9b0ca0d1](#)

[Letters / Exercises](#)

### SPELL YOUR NAME (AND DO THE WORKOUT!)

- |                       |                        |
|-----------------------|------------------------|
| A: 15 PUSHUPS         | N: 10 PUSHUPS          |
| B: 20 JUMPING JACKS   | O: 20 LUNGES (TOTAL)   |
| C: 30 CRUNCHES        | P: 10 TRICEPS          |
| D: 10 BURPEES         | Q: 20 JUMPING JACKS    |
| E: 40 SECOND WALL SIT | R: 40 SECOND PLANK     |
| F: 20 ARM CIRCLES     | S: 30 BICYCLE CRUNCHES |
| G: 20 SQUATS          | T: 40 SECOND WALL SIT  |
| H: 30 JUMPING JACKS   | U: 40 CRUNCHES         |
| I: 60 SECOND PLANK    | V: 30 SQUATS           |
| J: 40 CRUNCHES        | W: 10 TRICEPS          |
| K: 20 CRUNCHES        | X: 10 CRUNCHES         |
| L: 12 BURPEES         | Y: 20 JUMPING LUNGES   |
| M: 15 JUMP SQUATS     | Z: 30 CRUNCHES         |





The Flipgrid logo is a green speech bubble shape with the word "Flipgrid" in white text.

## Other Uses

- Guest Speakers
  - Record questions or thoughts
- Discussions
  - Watch another student's video and respond
- Explain
  - Explain your product / project
  - Give a step-by-step
  - Presentations

## Introductions

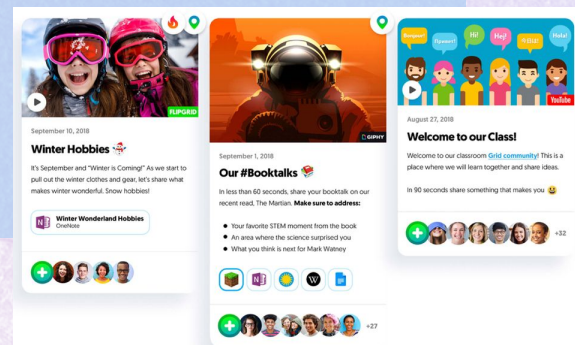
- Who are your classmates?
- Who is your teacher?

## Reflection on a(n)

- Article
- Video
- Current event

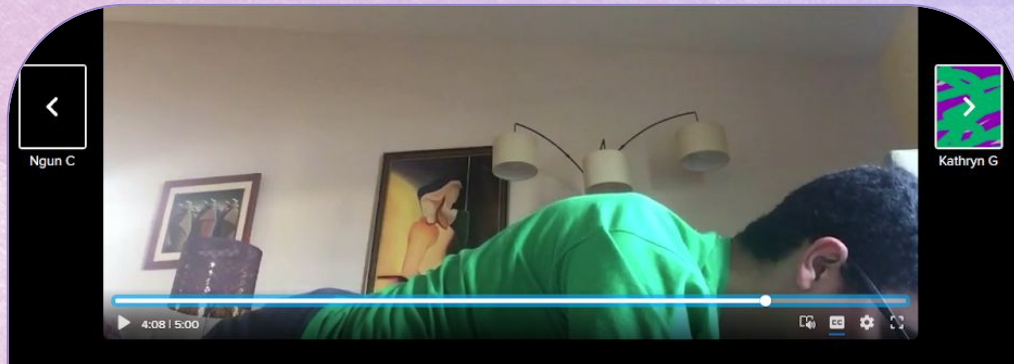
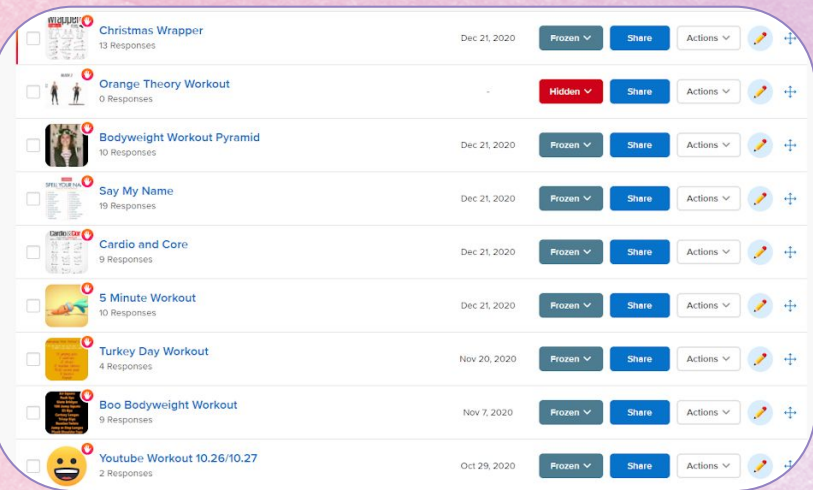
## Part of a Bigger Project

- Have students share a video explaining their project
- Print QR Codes to hang around the room to allow others to watch the videos
- Gallery Walks
- Parent Nights



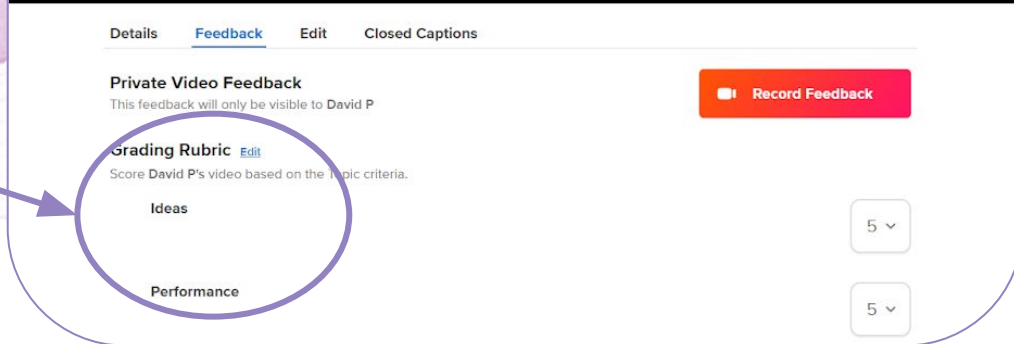
## Keep Topics

- Active: Students can submit videos
- Frozen: Students can see but not submit videos
- Hidden: Students cannot see topic



## Rubric

- Stick with the classic rubric or create your own
- Adjust the scores to be 0-5
- Record private feedback
- Email private feedback





# Nearpod



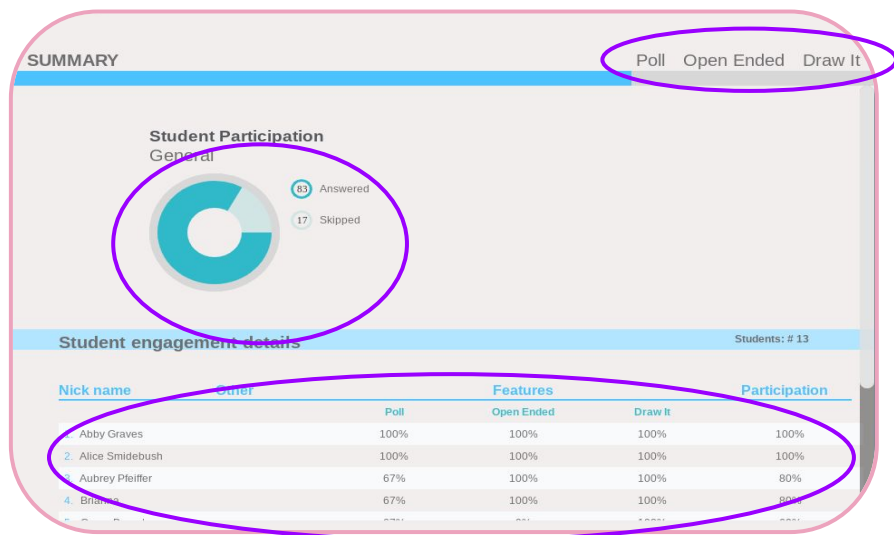
Create interactive presentations that can contain Quizzes, Polls, Videos, Collaborate Boards, and more.

Students can be virtual or face to face.



Students can progress through a lesson at their own pace or with a teacher

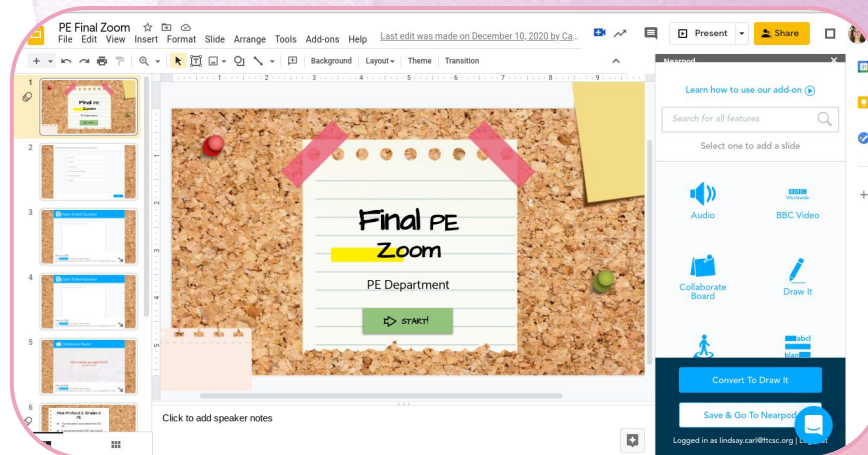
## Teacher View Reports after live or student paced session



- Pie Chart of total participation, or participation in specific parts of the lesson
- Individual Student participation by activity

## Teacher View Using Google Slides Add On

Collaborate board	Type short answer	Matching Pairs
Draw It	Quiz	Fill in the Blank
Polls	Field Trip	Memory





## Heart Rate

- How to take it
- Exercises
- recording it

## Uses

- I was quarantine and students were at school
- Everyone was virtual - use with Zoom
- Hybrid - on student virtual day

## Stress

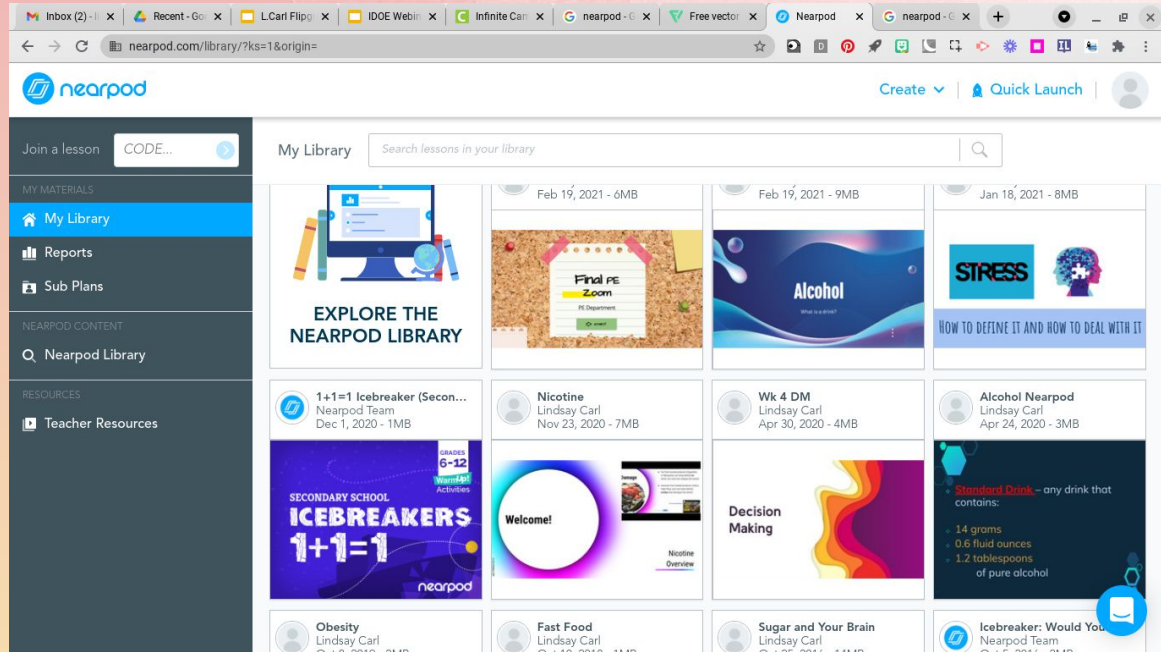
- Share experiences
- Share coping strategies
- Breathing techniques

## Decision Making

- Matching the steps
- Practicing with short answer

## Physical Activity and the Brain

- Poll- does it help
- Share ways to exercise

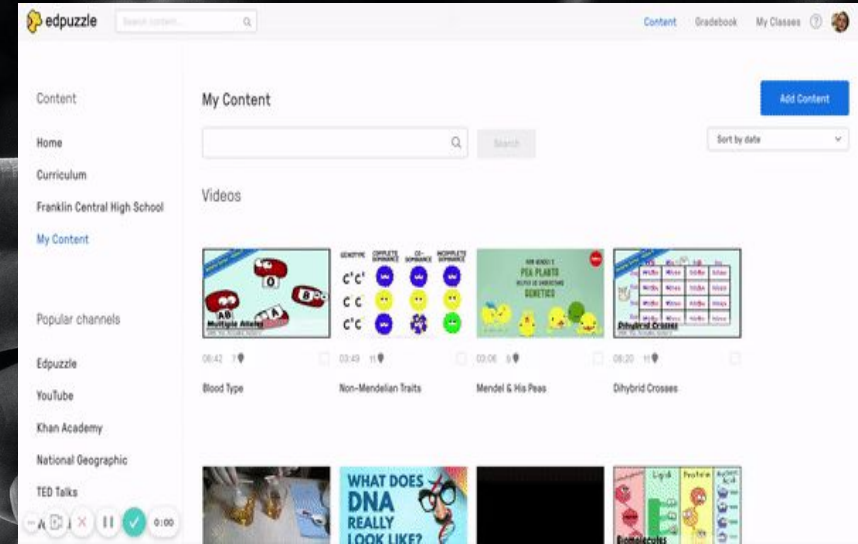


The screenshot shows the Nearpod library interface in a web browser. The browser's address bar displays 'nearpod.com/library/?ks=1&origin='. The interface includes a sidebar on the left with navigation options: 'Join a lesson' with a 'CODE...' input field, 'MY MATERIALS' (containing 'My Library', 'Reports', and 'Sub Plans'), 'NEARPOD CONTENT' (containing 'Nearpod Library'), and 'RESOURCES' (containing 'Teacher Resources'). The main area, titled 'My Library', features a search bar and a grid of lesson cards. The cards include titles like 'EXPLORE THE NEARPOD LIBRARY', '1+1=1 Icebreaker (Secon...', 'Nicotine', 'Wk 4 DM', 'Alcohol Nearpod', 'SECONDARY SCHOOL ICEBREAKERS 1+1=1', 'Welcome!', 'Decision Making', 'Obesity', 'Fast Food', 'Sugar and Your Brain', and 'Icebreaker: Would You...'. Each card shows a thumbnail image, the lesson title, the creator's name (e.g., 'Nearpod Team' or 'Lindsay Carl'), and the creation date and size (e.g., 'Dec 1, 2020 - 1MB').



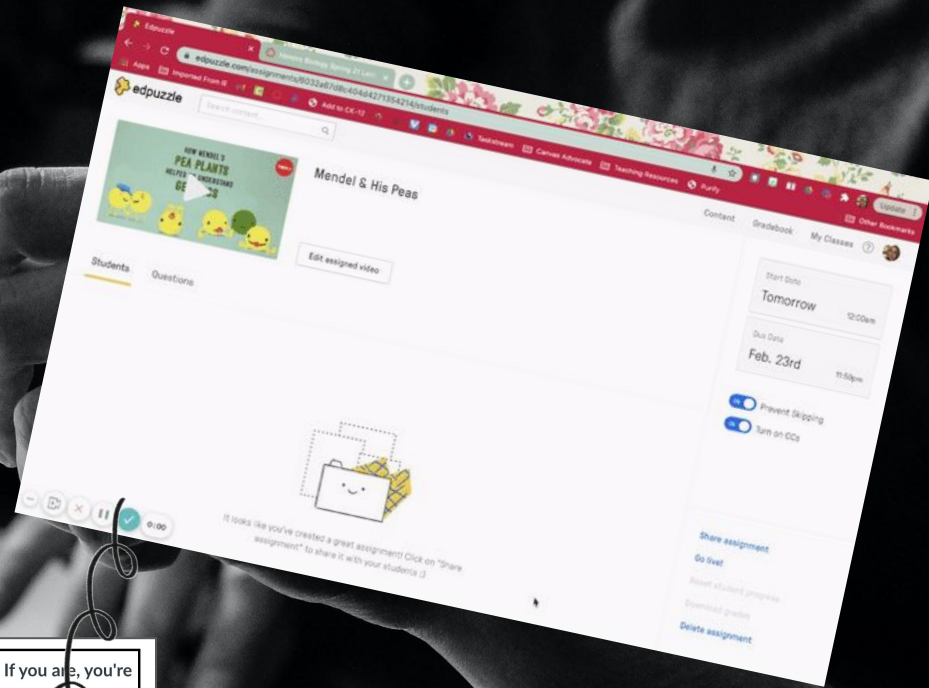



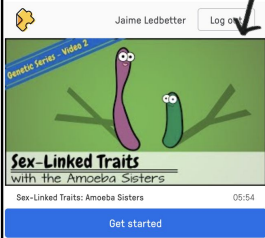
- Find a video on YouTube, upload your own or re-use a video lesson created by another teacher.
- Edit the video to create your lesson.
- Great for holding your students accountable and for “quick checks.”
- Assign the video to your students and check their progress in real time while they learn at their own pace.





- Embed assigned video directly into Canvas!
- Grades show up on the EdPuzzle website, not Canvas.
- I'll add them at the end of textbook readings or as separate assignments



 <p>Today's Lesson</p>	<p>Are you sitting in class right now!? If you are, you're doing this side.</p> <p>Cohort 1:</p> <ul style="list-style-type: none"><li>• Blood Type Lab</li></ul> <p>Cohort 2:</p> <ul style="list-style-type: none"><li>• <a href="#">Blue People of Kentucky</a></li></ul>	<p>Are you at home right now? If you are, you're doing this side.</p> <ul style="list-style-type: none"><li>• Sex-Linked Traits EdPuzzle</li></ul> <div data-bbox="749 791 1014 1031"><p>Jaime Ledbetter Log out</p><p>Genetic Series - Video 2</p><p><b>Sex-Linked Traits</b> with the Amoeba Sisters</p><p>Sex-Linked Traits: Amoeba Sisters 05:54</p><p>Get started</p></div>
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- Create an assignment in Canvas and use the EdPuzzle external tool
- Grades show up in the Canvas gradebook

### Configure External Tool

Select a tool from the list below, or enter a URL for an external tool you already know is configured with Basic LTI to add a link to this module.

(OER) non-profit organization dedicated to increasing

[College Board](#)

Links to SAT and AP practice tests

[Edpuzzle](#)

Make any video your lesson

[Equatio](#)

[Google Docs Cloud Assignment](#)

Allows you to pull in documents from Google Drive to Canvas

Cancel

Select

Choose external tool for submission type

Find the video you wish to assign

### Nonmendelian EdPuzzle

Due No Due Date Points 10 Submitting an external tool



Make any video your lesson

Choose a video, give it your magic touch and track your students' comprehension.

Get started

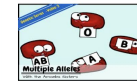
Video loads in the Canvas assignment--one stop shop!

### Link Resource from External Tool



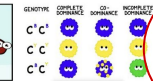
My Content

Videos



06:42 7

Blood Type



03:49 11

Non-Mendelian Traits



12:06 9

Mendel & His Peas





- Use videos made by other teachers, YouTube videos, Khan Academy, etc.
- Upload your own videos
- Add your own questions, voice overs, and notes
  - Voice over only works on your own videos
- Trim videos

I LOVE THIS

A hand holding a tablet displaying the edpuzzle interface. The screen shows a video player with a diagram of photosynthesis. The diagram includes 'Carbon Dioxide' (two red circles), 'Water' (two white circles), and 'Light Energy' (a yellow starburst) on the left, followed by a plus sign and an arrow pointing to 'Oxygen' (two red circles) and 'Sugar' (an orange hexagon) on the right. A pink flower character is at the bottom. The video player has a progress bar and a play button. The interface also shows tabs for 'Cut', 'Voiceover', and 'Questions'.  
  
A laptop screen displaying the edpuzzle interface. The screen shows a video player with a diagram of photosynthesis. The diagram includes 'Carbon Dioxide' (two red circles), 'Water' (two white circles), and 'Light Energy' (a yellow starburst) on the left, followed by a plus sign and an arrow pointing to 'Oxygen' (two red circles) and 'Sugar' (an orange hexagon) on the right. A pink flower character is at the bottom. The video player has a progress bar and a play button. The interface also shows tabs for 'Cut', 'Voiceover', and 'Questions'.  
  
**Photosynthesis**  
With the Amoeba Sisters  
YouTube  
00:00 07:45  
  
Multiple-choice question  
Open-ended question  
Note  
  
Why add these?  
Create questions to see which students understood the lesson, and add notes to give more information or get students' attention with a quick audio note!

# Jackie McKinley



BA: Spanish from Hanover College '02

## Teaching Experience:

- Spanish 1-3 at HS level 17 years
- Exploratory World Languages at Junior High level 2 years

## Favorite tech tools:

- Quizizz
- Gimkit
- Mote
- Screencastify
- Google Suite
- Canvas
- Edpuzzle
- Flipgrid
- Canvas

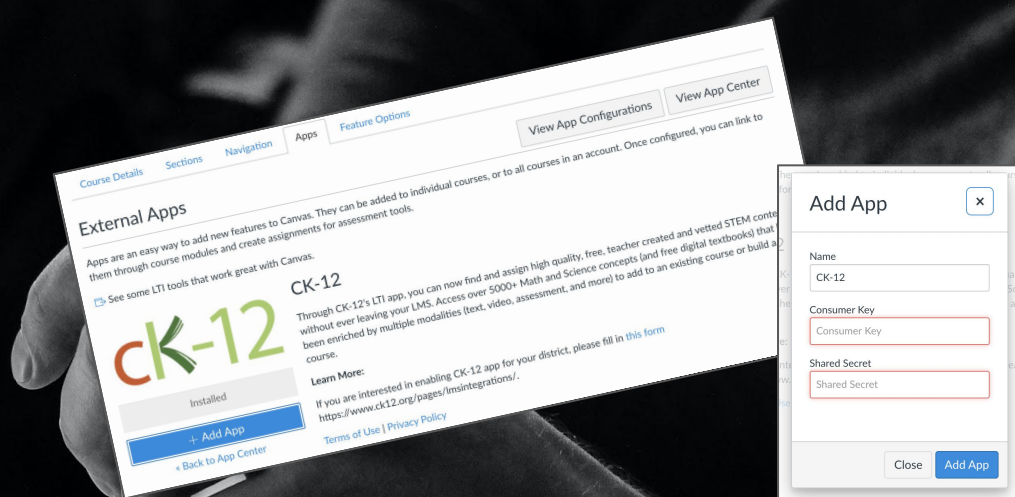


@coachjackiemc





- Completely free textbook resource
  - Interactive practices
- Integrates with Canvas
  - School admin OR teacher can install
- Teacher creates assignments from content in CK12



### CK-12 LTI Application Registration

Access over 5000+ Math and Science concepts (and free digital textbooks) that have been enriched by multiple modalities (text, video, assessment, and more) to add to an existing course or build a new course.

Through CK-12's LTI app, you can now find and assign high quality, free, teacher-created, and vetted STEM content without ever leaving your LMS. We also support passing assessment grades back to LMS gradebook.

#### Other helpful resources:

[Zendesk LMS Support Articles](#)  
[CK-12 Resources Overview](#)

### Register

What's your role? ☒ Admin / IT ☐ Teacher

First Name  Last Name

School Name

School Email

Choose LMS

URL of LMS

An email with a verification link will be sent upon completion of this registration.



- Teacher creates assignments from content in CK12
- Student logs into Canvas to do the assignment & submit. CK-12 auto-scores and posts to the Canvas gradebook

SO COOL



Mendel & His Peas

Due No Due Date Points 20 Submitting an external tool

Complete the CK12 Practice below:

CK-12 What do you want to learn today? Subjects Donate Test Student

This is assigned to you. Ready to turn it in? Turn In

3.1 Pea Plants

FlexBooks® 2.0 > CK-12 Biology For High School > Pea Plants  
Last Modified: Dec 02, 2019

Start Practice

CK-12 practice loads directly into Canvas!

Choose external tool for submission type & choose CK-12

Points 20

Assignment Group Genetics

Display Grade as Complete/Incomplete

☐ Do not count this assignment towards the final grade

Submission Type External Tool

External Tool Options

Enter or find an External Tool URL

Find

☐ Load This Tool In A New Tab

Submission Attempts

Allowed Attempts Unlimited

Configure External Tool

Select a tool from the list below, or enter a URL for an external tool you already know is configured with Basic LTI to add a link to it to this module.

Chat Tool  
A very handy tool for hosting live chat sessions.

CK-12  
CK-12 Foundation is a leading open educational resources (OER) non-profit organization dedicated to increasing

College Board  
Links to SAT and AP practice tests

Equatio

GenRio Textbook

Cancel Select

Choose the resource you wish to use

Link Resource from External Tool

ck-12 HOME LIBRARY

CK-12 Biology for High School  
By CK-12 | Last Modified: Feb 18, 2021

Published Added to Library

CK-12 Biology for High School FlexBook® covers core biology concepts and includes PLIX, real world examples, videos, and study guides.

Standards Alignment: Authors:

Overview Details Related Flexbooks®

# My "typical" week

## SYNCHRONOUS

- New vocab list
  - Use mote or screencastify for asynchronous)
- Quizizz/Gimkit
  - Live in class
  - Assign as homework for asynchronous)
- Quick Check Quiz for previous topic
  - Canvas (must be taken in person)
- Games
  - Kaboom
  - Connect 4
  - Battleship

## ASYNCHRONOUS

- Quizizz
  - Assigned as homework
- Bellringer
  - Recorded in LMS
- Music
  - Students listen to music in target language and complete lyrics
- Practice vocab
  - Google Slides or Google Docs
  - Canvas Quiz
- Cultural Videos

## SYNCHRONOUS/ASYNCHRONOUS

### Friday

- Synchronous
  - Zoom required for students with missing work for remediation
- Asynchronous
  - Bellringer
    - Record in LMS
  - Application Activity
    - Flipgrid
    - Hyperdoc
    - Webquest
    - Online games
  - Quizizz/Gimkit
    - Assigned as HW

## What do I love about my LMS?



- ★ Consistency
  - All teachers required to use district provided template.
- ★ Buttons
  - Makes everything the kids need accessible in one location
- ★ Templates for asynchronous lessons
  - Every lesson has the same sections so kids always know the expectations
- ★ Weekly checklist
  - A place for students/parents to see the week at a glance.
- ★ Late work form
  - Google form embedded in Canvas so it is easier for me to track late work
- ★ Google Calendar
  - Embedded so synchronous and asynchronous learners can see our daily agenda and access documents





**Thank you for attending!**  
**Webinar Survey**  
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